

### Teacher Observation Checklist

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	Yes	Not Yet	Teacher Comments

### Teacher Observation Checklist

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	Yes	Not Yet	Teacher Comments

### Student Self-Reflection Checklist

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	Yes	Not Yet	I know this because:

### Student Self-Reflection Checklist

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	Yes	Not Yet	I know this because:

**Teacher Observation Rating Scale (frequency)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	All of the time	Most of the time	Some of the time	Not very often	Teacher Comments

**Teacher Observation Rating Scale (frequency)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Task 7.S.1** develop skills of critical thinking and creative thinking:

Criteria	Most of the time	Some of the time	Not very often	Teacher Comments

**Teacher Observation Rating Scale (independence)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	On his/her own	With a bit of help	With a lot of help	Only with help	Teacher Comments

**Teacher Observation Rating Scale (independence)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	On his/her own	With a bit of help	With a lot of help	Teacher Comments

**Teacher Observation Rating Scale (level of quality)**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Task** \_\_\_\_\_

Criteria	WOW!	Well Done	A Good Start	Not Yet	Teacher Comments

**Teacher Observation Rating Scale (level of quality)**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Task** \_\_\_\_\_

Criteria	WOW!	A Good Start	Not Yet	Teacher Comments

### Student Self-Reflection Rating Scale (frequency)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	All of the time	Most of the time	Some of the time	Not very often	I know this because:

### Student Self-Reflection Rating Scale (frequency)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	Most of the time	Some of the time	Not very often	I know this because:

### Student Self-Reflection Rating Scale (independence)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	On my own	With a bit of help	With a lot of help	Only with help	I know this because:

### Student Self-Reflection Rating Scale (independence)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	On my own	With a bit of help	With a lot of help	I know this because:

**Student Self-Reflection Rating Scale (level of quality)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	WOW!	Well Done	A Good Start	Not Yet	I know this because:

**Student Self-Reflection Rating Scale (level of quality)**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Task \_\_\_\_\_

Criteria	WOW!	A Good Start	Not Yet	I know this because:



**Rubric****Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_**Task** \_\_\_\_\_

<b>Level</b> <b>Criteria</b>	<b>4</b> <b>Excellent</b>	<b>3</b> <b>Proficient</b>	<b>2</b> <b>Adequate</b>	<b>1</b> <b>Limited *</b>	<b>Insufficient /</b> <b>Blank *</b>
					No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

\* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.